

Will-Moore Elementary School Procedures and Discipline Plan



Building Responsible Students

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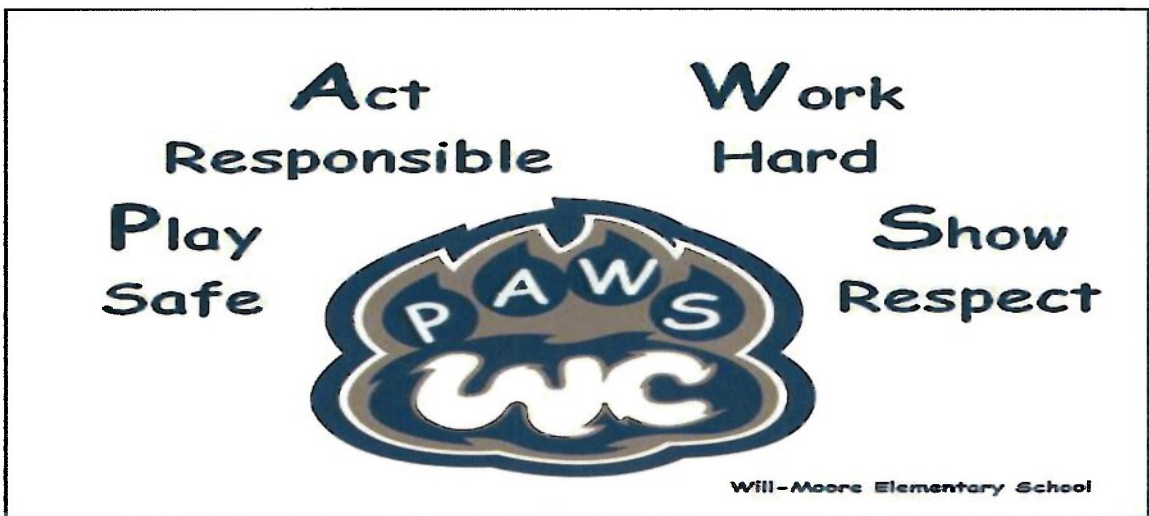
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Will-Moore Elementary School Procedures and Discipline Plan



Welcome back to another school year! We are glad you are here! You are tomorrow's future! At Will-Moore School we are preparing you to be responsible citizens. Together, we will work hard to make this a very successful school year. In this booklet, we will be using ideas from our four areas of focused behavior, to help you develop the skills you need to be effective in the Twenty First Century. These four areas are: Play Safe, Act Responsibly, Work Hard, Show Respect and we will use the acronym P.A.W.S. Parents please sign this attached form after you have reviewed these pages with your child(ren).





Will-Moore's Positive Behavior Expectations

What We Believe

Will-Moore Mission Statement:

"All students will have the academic, social, and personal skills to be career, college, and community ready."

Will-Moore Vision:

"Together, we inspire a passion for learning, discovery, and excellence."

Will-Moore Belief Statement:

"Will-Moore is a place where we Play Safe, Act Responsibly, Work Hard and Show Respect." Students will have and enjoy numerous opportunities daily to learn and nurture these life-skills.

In the following pages, you will read the Will-Moore School Procedures for Positive behavior expectations. There is also information about the steps that occur if or when students need reminders about making positive choices. Parents, students and staff **ALL** working together will insure that students reach their fullest potential.

"It's a great day to be a Wildcat!"



Will-Moore's Positive Behavior Expectations

(See Behavior Matrix on next page)

Belief Statement

- ♦ Will-Moore Elementary School believes in a Play Safe, Act Responsibly, Work Hard, Show Respect place to learn.

Classroom

- ♦ Each teacher establishes "Procedures" in their classroom tied to building expectations
- ♦ Second Step curriculum provides structure for social skills

Morning Procedures

- ♦ If you arrive anywhere between 7:45am-8:10am go to the cafeteria for breakfast
- ♦ If you arrive after 8:10am go directly outside to the playground

Hallway

- ♦ Walk on the right side of the hallway
- ♦ Walk quietly
- ♦ Bodies to self

Bathroom

- ♦ Go, Flush
- ♦ Wash
- ♦ Leave

Cafeteria

- ♦ Stay in Line
- ♦ Good Manners
- ♦ Quiet voices
- ♦ Clean up area
- ♦ Voices off in kitchen area

Playground

- ♦ Stay on school property
- ♦ Play fair
- ♦ Follows directions
- ♦ Line up when the bell rings
- ♦ Use equipment safely

Will-Moore Behavior Matrix

Location	Hallway	Playground	Cafeteria	Restroom	Classroom
Play Safe		Stay on School Property			
		Play fair			
		Use Equipment Safely			
		Lines up when the bell rings			
		Follow directions			
Act Responsibly	Right Side	Stay on School Property	Quiet Voices	Go, Flush	Be On Time
	Bodies to Self	Play fair	Stay in Line	Wash	Care for Property
	Walk Quietly	Use Equipment Safely	Good Manners	Leave	Be Organized
		Lines up when the bell rings	Clean Up		
		Follow directions	Voices Off in the Kitchen		

Work Hard	Right Side	Stay on School Property	Quiet Voices	Go, Flush	Do Personal Best
	Bodies to Self	Play fair	Stay in Line	Wash	Stay Focused
	Walk Quietly	Use Equipment Safely	Good Manners	Leave	Complete Work
		Lines up when the bell rings	Clean Up		
		Follow directions	Voices Off in the Kitchen		
Show Respect	Right Side	Stay on School Property	Quiet Voices	Go, Flush	Active Listener
	Bodies to Self	Play fair	Stay in Line	Wash	Show Concern for Peers/Teacher
	Walk Quietly	Use Equipment Safely	Good Manners	Leave	Keep Area Clean
		Lines up when the bell rings	Clean Up		
		Follow directions	Voices Off in the Kitchen		

LIFESKILLS

Lifeskills are the tools that we learn and practice daily as we work to become responsible students and citizens. At Will-Moore we focus on and celebrate these, but not limited to, these eighteen lifeskills. Our district encourages these same lifeskills.

Caring	To feel and show concern for others
Common Sense	To use good judgment
Cooperation	To work together
Courage	To do what you believe even if you are afraid of what might happen
Curiosity	A desire to investigate and understand your world
Effort	To do your best
Flexibility	To be willing to change your plans when necessary
Friendship	To make and keep a friend through trust and caring
Initiative	To do what needs to be done without being asked
Integrity	To act based on what you believe is right or wrong
Organization	To plan and keep things orderly and ready to use
Patience	To wait calmly for someone or something
Perseverance	To keep at it
Pride	To feel good from doing your personal best
Problem Solving	To figure out a way to fix or solve problems
Resourcefulness	To think of a new or different way to do something
Responsibility	To be in charge of what you say and do; to do your job
Sense of humor	To laugh and be playful without hurting others

Adapted from LG/LS Susan Kovalik & Associates

Our four areas of focused behavior, to help you develop the skills you need to be effective in the Twenty First Century, are aligned with our lifeskills below.

P-Play Safe- *Caring, Common Sense, Cooperation, Courage, Friendship, Integrity, Patience, Sense of Humor, Problem Solving*

A-Act Responsibly- *Responsibility, Integrity, Organization, Flexibility*






W-Work Hard- *Effort, Initiative, Perseverance, Pride, Resourcefulness, Curiosity, Problem Solving, Caring*

S-Show Respect- *Patience, Courage, Common Sense, Caring, Friendship, Integrity, Responsibility, Sense of Humor*

As we work towards creating an environment that is based on our focused behavior beliefs, we will nurture several different lifeskills that are imperative for our children to possess as they complete in a global market.

Voice Levels Chart

All students can learn to modulate their voice volume; however, it is important to make sure that they have a good understanding of the levels that are appropriate for different situations. Make sure to review environment settings in the student's life that may require a different voice level than the typical #3 setting (i.e. movie theater, you may use a #1 voice level but on the playground or at a sporting event, you may use a #4 voice level.

	Voice Level	Hint
	Level 0	No sound/No talking
	Level 1	No vocal chords
	Level 2	Only people near you can hear you
	Level 3	An entire class can hear you
	Level 4	Outside you can be heard across the playing field

30-Second Interventions

Our discipline philosophy is based on discipline with dignity. Discipline with Dignity teaches educators to create positive motivators for kids so they take responsibility for their own behavior. Even before a formal Will-Moore behavior ticket is written, staff will utilize a variety of the 30-Second Interventions.



30-Second Intervention

- Is what your doing now okay?
- What can I do to help you so you can...?
- What's your job now?
- It looks like you have a problem. How can I help you solve it?
- When will you be ready to start?
- Do you want to figure out a better way? How can I help?
- Is what your doing now helping or hurting?
- How would you like to be treated during this activity? Can you do that?
- Is it okay to make mistakes? We can fix it.
- Can you change what your are doing now to be more helpful?
- Would you like to do better?
- Are you being the kind of person you want to be?
- What's the rule? Can you do that?

Behavior Tickets

The Behavior Ticket is used as a way to communicate when a student needs to repair a mistake that goes beyond a 30-Second Intervention. These plans are on carbon copy paper and are sent home for a family member to discuss, give input and help their child. Our goal is to intervene quickly, work with families to support their children make good choices. We will foster and nurture our students to build responsibility to share with their adults/guardians about their Behavior Ticket. Staff will follow up and contact parents about the behavior when necessary.



Student: _____

Date: _____

Circle One: Play Safe, Act Responsible, Work Hard, Show Respect

Location: Hallway, Playground, Lunchroom, Classroom, Restroom

Other Location: _____

Staff: _____

Comments: _____

Restitution Menu

- Reinforce the student for demonstrating appropriate behaviors
- Model the appropriate behavior
- Apology letter
- Kind deed to victim (assist with a project, clean their property)
- Cleaning property for property violations
- Role play
- Write a contract
- Student create visual representations (posters, pamphlets, powerpoints, etc.) demonstrating desired behavior or expectations
- Teacher led/supervised cooperative activity
- Time payback before or after school
- Time payback during recreational time
- Pair student with a different aged peers in a mentor/mentee arrangement of which desired behavior is rehearsed

Bottom Line Behaviors

At Will-Moore School we practice, provide opportunities for students to develop the four areas of focused behavior; Play Safe, Act Responsibly, Work Hard, and Show Respect. If a student chooses not to observe the school beliefs, restitution will take place whenever possible. Consequences will take place when behaviors are totally unacceptable. These behaviors are considered the **Bottom Line** of Restitution.

Will-Moore Bottom Line Behavior Notice

This is to notify you that your child has been involved in a bottom line behavior at school. If a violation of a bottom line item occurs, disciplinary action may include making up missed classroom instruction, after-school or before-school detention, recess detention, in-school suspension, out-of-school suspension, referral to a community agency, or expulsion.

Name: _____ Teacher: _____ Date/Time: _____

Location: _____ Staff Reporting: _____

☐ Alcohol/Drugs ☐ Assault ☐ Direct Defiance ☐ Harassment ☐ Theft ☐ Vandalism

☐ Weapons ☐ Truancy

Behavior Observed: _____

Parent/student/administrator meeting date: _____

We have discussed this bottom line item:

Parent signature _____ Student signature _____

Administrator signature _____ Teacher signature _____

Parent

Comments: _____

Bottom Line Restitution Menu

(to be used in conjunction with consequences from behavior ticket restitution menu)

- Reinforce the student for demonstrating appropriate behaviors
- Model the appropriate behavior
- Peer mediation during recess time
- Removal from peers, group, or activity
- Isolated lunch
- Denying field trips if related and relevant
- Cleaning Property for property violations
- Kind deed to victim
- Student place call to parent

In school suspension

Detention

Out of School Suspension (until safety plan is put in place)

Refer to Problem Solving Team

Refer to PYB

Friday Club

Ever wonder if a child's behavior improves after a behavior ticket or bottom line write up? In many cases the simple write up and visit with his or her teacher is enough to change a behavior but not always. Sometimes there is truly a social skill deficit or lack of understanding. Our Will-Moore Behavior Committee is working to improve our behavior framework. Our goal is to better educate and protect all students. We are analyzing infractions and looking for patterns in environment, triggers, etc. This helps us to then implement appropriate interventions.

Children with behavior infractions will have the opportunity to receive social/behavioral instruction specific to his or her individual infractions. If a child has earned his or her third behavior ticket or first bottom line, parents will receive notification that he or she is to attend Friday Club during their designated lunch time. Friday Club will take place in our conference room unless otherwise specified. The lessons will be facilitated by behavior committee members based on the skill that is identified as a need for the student.

Friday Club Procedures

- Explain why students are attending
- Will-Moore Mission Statement video
- Expectation video(s) that apply to students' infractions
- Social Behavior Maps that apply to student's infractions
- Make copy of maps (give to teacher-one for teacher and one for home)

Effectively Responding to Classroom Misbehavior

	Mild Misbehavior →	Moderate Misbehaviors →	Severe Misbehaviors
Behavior	<ul style="list-style-type: none"> Talking Out/Blurting Off Task No Materials No Homework Delay in following directions Dress Code Violation Non-compliance Minor Disruptions (chair noises, brief pencil tapping) Tattling Sarcasm/Smart Comments 	<ul style="list-style-type: none"> Disrespect Defiance Verbal Aggression Mild Physical Aggression (pushing, poking, minor hitting, horseplay) Major Class Disruption (pounding on desk, shouting in class) Repeat Offenses 	Bottom Line Behaviors <ul style="list-style-type: none"> Extreme Disrespect/Defiance Assault/Physical Contact Harassment Alcohol/Drugs Destruction of Property/Theft Weapons
	30-Second Interventions (Conference or Ignore)	Behavior Ticket (Document and Send Notice to Parents)	Office Discipline Referral
Response to Behavior	<ul style="list-style-type: none"> Proximity Verbal Cue/Reprimand Signal/Gesture/Look Record Misbehavior Model/Practice Expectation TEACHING AND PRACTICE OF EXPECTED BEHAVIOR Discussion with student Planned Feedback Planned Ignoring Parent Contact 	Previous Responses Plus: <ul style="list-style-type: none"> Conference with Teacher (paired with Behavior Ticket) Positive Practice Timeout Time Owed Loss of Privileges Restitution (make it right) TEACHING AND PRACTICE OF EXPECTED BEHAVIOR 	<ul style="list-style-type: none"> Parental Involvement Typically involves consequences Possible Behavior Intervention Plan TEACHING AND PRACTICING OF EXPECTED BEHAVIORS Re-Teach with Support of Staff De-Escalation Techniques Inter-Agency Support (PYB/BCSS) Detention Suspension
This behavior requires...	Correction at the time in the setting (No documentation)	Discuss and assign a correction plan (behavior ticket) Requires documentation that goes to office	Immediate administrative involvement and written documentation

Definitions and Policies

The following definitions are provided to help you understand the school policies.

Assault: Students may not willfully cause bodily injury to another student or school staff member.

Disorderly Conduct: Students may not behave in a manner that is harassing to others or causing an alarming or disruptive situation.

Direct Defiance: Students may not disrupt their learning or the learning of other students by directly and repeatedly defying an adult authority figure. Safety is of utmost importance. Any disruption will be dealt with in as swift a manner as possible.

Harassment: Children may not use words or actions that threaten or offend others. This includes un-welcomed sexual advances, requests for sexual favors, and offensive written, verbal, or physical conduct of sexual nature.

Plagiarism: Students may not copy from any resource or use someone else's work as their own.

Profanity: Students may not swear or use offensive language at school or events.

Possession of Weapons: Students are not to bring any type of weapons to school or be in possession of a weapon; knives, guns, fireworks, toy weapons, and other objects that may look like weapons or be used as weapons.

Substance Abuse (Drugs, Alcohol, Tobacco): No student may possess, use, sell, or give away any drug or drug look-alike to anyone at school or on the way to and from school.

Theft: Students may not take anything that does not belong to them without permission.

Truancy: Students must come to school every day unless they are sick or their parents have contacted the school asking for them to be excused.

Unruly Child: Students may not repetitively disregard the requests or directions of the supervising adult.

Vandalism: Students are not to damage, deface, or destroy school property or things belonging to others.

I _____, have read
over the Will-Moore Elementary School Procedures and Discipline Plan with
my child/children.

Student's Name _____

Date _____

**Please return this page signed and
dated to the school office!**

